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ABSTRACT

This occupational skills instructional module on leadership is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into five sessions: (1) leadership skills, (2) theories of leadership, (3) and (4) styles of leadership, and (5) leadership roles. Each session is arranged according to the following components: topic; objective; survival skills emphasized (a listing of specific skills, e.g., organizing the work activities of others); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

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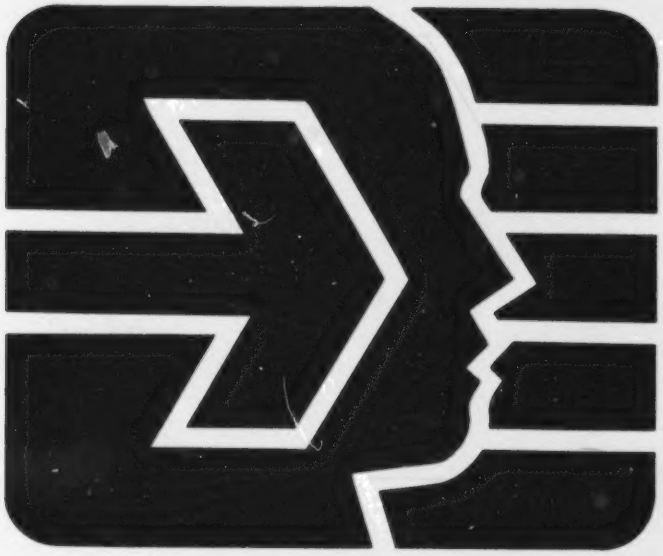
## Methods And Materials For Teaching

# Occupational Survival Skills



# Leadership

Project Director: Robert E. Nelson

Project Staff:
Nancy A. Flexman
James A. Leach
Thomas J. Scanlan

For further information contact:

Dr. Robert E. Nelson, Project Director
Division of Business Education
Department of Vocational and Technical Education
346 Education Building
University of Illinois at Urbana-Champaign
Urbana, Illinois 61801

CE 018 565

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LEADERSHIP

# Methods and Materials for Teaching Occupational Survival Skills


PROJECT STAFF

Robert E. Nelson

Nancy A. Flexman

James A. Leach

Thomas J. Scanlan

Division of Business Education
Department of Vocational and Technical Education
University of Illinois
at Urbana-Champaign



1978

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Robert E. Nelson
Project Director

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The twelve Occupational Survival Skills Modules are not numbered. Instructors are encouraged to use Modules in any order that best fits their needs.

# Leadership

*"Sam sure takes a different view of things since he was made supervisor."*

## Module Objective:

Students will have the opportunity to develop an understanding of relationships between group leadership and group membership in work situations.

## Topic Outline:


| | | |
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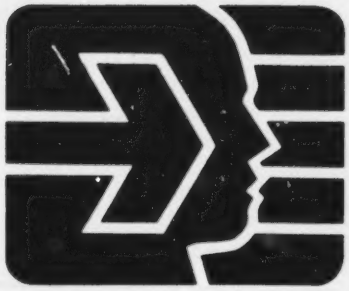

# Leadership: Overview

We live, work, and play in groups. Almost every group has some kind of leader. In work situations, leaders help to organize workers' activities, so that the organization can accomplish its goals.

Leadership is a combination of skills which people can develop through learning and practice. Sometimes the members of a group will recognize that a certain person has leadership skills, and they will informally choose that person for their leader. In work situations, however, people are usually appointed to leadership positions whether or not they have these skills. Many people who are appointed to leadership positions become true leaders after they assume their positions and gain the acceptance and respect of their group members.

Three styles of leadership are commonly used:

the "iron-fisted" or autocratic style,
and the "let's vote" or democratic style, and
the "hands-off" or laissez-faire style.

The "iron fisted" leader makes decisions and gives orders without asking the group members what they want. The "let's vote" leader gives group members a voice in decisions. The "hands-off" leader leaves all decisions up to the group members. Most leaders use a combination of styles, depending on the group and the situation.

Leaders of work groups have two main responsibilities:

a) task responsibilities, or "getting the job done" and
b) people responsibilities, or maintaining morale.

A good leader achieves a balance between these two types of responsibilities. Sometimes certain situations such as forming a new group, calls for paying attention to people more than tasks. Other situations, such as the introduction of a new procedure, calls for paying more attention to tasks. The activities in this module explore the skills, responsibilities, and problems of leaders. Understanding leadership can help people become more effective leaders and group members in work situations.

# SESSION ONE

TOPIC: Leadership Skills

OBJECTIVE: After participating in a group discussion of leadership skills, students will recognize that leaders are individuals who have skills and knowledge which can help a group achieve its goals.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Basic speaking skills
- Organizing the work activities of others

IMPORTANCE: Some people believe that leaders are born with certain qualities that make them good leaders. However, leadership is a combination of skills which people can develop through learning and practice. Even persons who do not consider themselves good leaders can develop leadership skills.

In work situations, supervisors, directors, or "bosses" are chosen for leadership positions. Sometimes they are chosen because of their experience, ability, and/or the way they deal with people. In other instances they are chosen on the basis of "who they are" or "who they know," rather than on the basis of their ability. The result is that some people in leadership roles have poor leadership skills.

During this session, students will become familiar with the skills used by good leaders.

MATERIALS AND EQUIPMENT: Student Worksheet #1 - Leadership Skills

ACTIVITY: Leadership Skills

1. Divide the class into groups of five students.

2. Distribute Student Worksheet #1 - Leadership Skills.

3. Instruct students to rank the statements on the worksheet as a group. Groups should reach a decision on as many of the statements as possible in 15 minutes.

4. At the end of 15 minutes, have each group select a speaker who will represent the group responses to the Worksheet to the whole class. This requirement should not be revealed in advance.

5. Have each of the speakers present their group's reasons for their rankings. (Approximately five minutes each.) After all the speakers have made their presentations, they may answer questions from the class.

FOLLOW-UP:

1. Using the following questions as a guide, lead a discussion of why each of the speakers was chosen to represent their group.

   - By choosing a person to speak for your group, you have chosen a leader. Why did you choose this particular person you did to act as the speaker?
   - What did you expect of the person you chose as your group's speaker?
   - What specific skills did the speakers have that the group members thought were useful in representing the group?
   - How would you rate the speakers on the skills listed on the worksheet? What are their strengths?
   - Were the speakers born with these special skills or did they learn them?
   - Would the group choose the same person for performing an entirely different act of leadership, such as football team captain or president of a school club? Why or why not?

2. Discuss briefly the definition of a leader. Ask students for definitions. Put some definitions on the chalkboard. Modify these definitions to arrive at a reasonably comprehensive definition such as: "A leader is a person who helps a group achieve its goals."

# Student Worksheet #1 Leadership Skills

Your task as a group is to rank the nine following statements that might describe the behavior of a good leader in a job situation.

To do this, place a "1" in front of the statement that is the most important characteristic of a good leader. Place a "2" in front of the next most important characteristic, and so on. Place a "9" in front of the statement that is the least important.

YOU MUST WORK ON THIS TASK AS A GROUP.

A GOOD LEADER IN A WORK SITUATION SHOULD:

____a. praise those who work hard.

____b. never criticize a worker in front of others.

____c. tell the reasons for the decisions he or she makes.

____d. encourage workers to make suggestions and criticisms they feel will help.

____e. keep the workers informed.

____f. consult with others before making big or important decisions.

____g. never play favorites.

____h. be able to "mix" socially with the workers.

____i. give responsibility for accomplishing work to others.

# SESSION TWO

TOPIC: Theories of Leadership

OBJECTIVE: After discussing examples of leaders who have two different approaches to leadership, students will recognize how these two approaches to leadership affect workers.

SURVIVAL SKILLS EMPHASIZED:

- Dependability
- Working as a team member
- Organizing the work activities of others
- Giving an honest day's work
- Working without close supervision
- Managing time effectively

IMPORTANCE: For many years it was thought that people naturally hate work, so they try to avoid it when they can. Some supervisors still believe this is true. Other supervisors believe that work can be a source of satisfaction for people. Workers may have to deal with both types of supervisors at some time. In addition, people who become supervisors should examine their attitudes toward the people they supervise. In many cases, workers will do exactly what the supervisor expects. That is, if a supervisor expects workers to be lazy and irresponsible, they are more likely to behave in this way. On the other hand, if a supervisor expects workers to accept responsibility, they are more likely to behave responsibly.

MATERIALS AND EQUIPMENT: Student Handout #1 - A Conversation Between Two Supervisors
Transparency #1 - Theory X and Theory Y

ACTIVITY: Theories of Leadership

1. Distribute Student Handout #1 - A Conversation Between Two Supervisors.

2. Either give the students time to read the handout, or have two volunteers come to the front of the class to act out the dialogue on the handout.

3. Use the following questions to generate a discussion of the handout:

   - Do you agree with Kim that people just naturally hate work? Why or why not?
   - Why do you think there is such a difference in the two offices?
   - If you had a choice, would you choose Kim or Lou to be your supervisor? Why?

FOLLOW-UP:

1. Project Transparency #1 - Theory X and Theory Y.
2. Discuss the two theories, comparing the points listed on the transparency. Ask students to comment on each of the points, and to state whether they agree or disagree with each of the theories.
3. Use the following questions to conclude the session:

   - Which kind of leader would you rather be? Why?
   - Suppose you were working for a Theory X leader. What kind of a worker would you be? (You may want to point out that often workers seem to act in the ways their leader expects them to act. Therefore, if a leader expects workers to be lazy, they probably will be lazy.)
   - How can workers who are supervised by a Theory X leader avoid becoming lazy and apathetic?
   - How might your attitude and work be different if your supervisor believed Theory X than if he or she believed Theory Y?

# Student Handout #1

## A Conversation Between Two Supervisors

Today Kim and Lou ate lunch together. Their jobs are very similar. They are both office managers. The following conversation took place:

Kim: Sometimes I wonder how any work ever gets done at all in my office. Today I returned from a meeting and found all the workers sitting around laughing and telling jokes. And with a deadline to meet for filing the annual reports! I have to keep on them all the time.

Lou: That's too bad. I'm really pleased with the extra effort my staff members are putting out to meet the deadline.

Kim: I guess people just naturally hate work.

Lou: I don't agree. My staff members seem to like their jobs.

Kim: Well, mine don't. I try to make the work as easy as possible for them, but they just don't appreciate it. It's not that they don't know who's boss. I made that very clear from the start.

Lou: You know, I wonder if easy work is what workers really want. It seems to me that if work is too easy, they would just get bored.

Kim: Well, I'm not sure. All I know is that I have to constantly push my staff to get them to work hard. If I stop pushing, they start goofing off.

Lou: Maybe you're pushing them too hard. My staff members make most of their own decisions about how they do their work. I hardly have to push them at all.

Kim: My staff members don't care whether their work gets done. If they had the decision to make, they wouldn't work at all. All they care about is getting their paychecks.

Lou: I think workers really want to do a good job. Just last month my staff figured out a way to rearrange the office so that it is easier for the workers to help each other. Why don't you ask your workers to suggest ways to improve the office?

Kim: Are you kidding? They just don't care. If they had their way, they would just have one continuous party.

NOTE: Actually, both Kim's and Lou's staff produce about the same amount of work. Yet their ways of handling their workers are very different.

# Transparency #1 Theory X and Theory Y

Theory X

1. People naturally hate work and avoid work whenever possible.
2. Most workers in an organization must be forced or threatened in order to get them to work hard.
3. Workers prefer to avoid responsibility and making decisions.
4. Since people hate work they will usually make problems for an organization rather than solving problems.

Theory Y

1. Work can be a source of satisfaction for people.
2. Workers are willing to work hard for an organization if they believe that what they are doing is important.
3. People can learn to accept and seek responsibility if they are taught correctly.
4. Many workers have creative, imaginative ideas which can help solve some of the problems of organizations.

# SESSION THREE

TOPIC: Styles of Leadership

OBJECTIVE: After participating in the "Pins and Straws" activity, students will distinguish between three styles of leadership.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Organizing the work activities of others
- Initiative and imagination
- Working under pressure
- Adjusting to various work situations

IMPORTANCE: There are three common styles of leadership: the "iron-fisted" or autocratic style, the "let's vote" or democratic style, and the "hands-off" or laissez-faire style. Students should become familiar with these styles of leadership for several reasons:

1. In work situations they are likely to encounter leaders who use different styles;
2. Students who obtain leadership positions in the future will need to know what style or styles suit them best;
3. Each style has a different effect on the task and people involved; and
4. The appropriateness of a leadership style depends partly on the situation.

Understanding different leadership styles will help students become more effective as leaders or member of work groups.

MATERIALS AND EQUIPMENT: Student Worksheet #2 - Pins and Straws Observer Worksheet for each observer

One copy of Student Handout #2 - Pins and Straws Leaders' Instructions, cut into strips to separate the three styles

Three packages of drinking straws (100 per package)

Three packages of straight pins

ACTIVITY: Pins and Straws

The Pins and Straws exercise* can demonstrate the effect of three styles of leadership on the productivity and morale (feelings) of workers in work groups.

1. Form three groups of equal size. At least three members of the class will observe the exercise and join in the follow-up discussion. Assign at least one student to be an observer for each group.

2. Distribute a copy of the Pins and Straws Observer Worksheet to each of the group observers.

3. Ask each group to select a leader.

4. Take the three leaders aside and brief them on the purpose of the exercise. Give each leader a strip from the Pins and Straws Leaders' Instruction Sheet. The leaders should be asked to follow the instructions explicitly and not show their strips to anyone. Distribute the pins and straws to each group.

5. Announce to all the groups that the task of each group is to build a structure of their own design with the pins and straws. Fifteen minutes will be allowed for the task. The structures will be "judged" on the basis of height, strength, and beauty, equally weighted. Ask the groups to begin work.

6. At the end of the construction phase, instruct the "workers" in each group to rate their experience in the group on the following, using a five-point scale (five is the most favorable rating, zero is the least):

   - satisfaction with their leader
   - satisfaction with their own participation
   - satisfaction with the group's product

* Adapted from Pfeiffer, William J. and John E. Jones (eds.), A Handbook of Structured Experiences for Human Relations Training, University Associates, La Jolla, California. Volume V, p. 78. Reproduced with permission.

7. Ask each group to compute its members' average rating for each of the three dimensions.

8. Ask the class to "judge" the three structures manufactured on the basis of height, strength, and beauty. This can be done by assigning marks or by voting the best and the next best on each.

9. Record the rating on the following chart on the chalkboard or on a blank transparency. Save the Ratings and Voting Tally for discussions in the next session.

| Leader's Name | Satisfaction Ratings | | | Voting Tally | | | |
|---|---|---|---|---|---|---|---|
| | Leadership | Participation | Product | Height | Strength | Beauty | Total |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |

10. Read aloud the instructions for each of the three styles of leadership from the strips and record each leader's style beside the appropriate group leader's name.

Ask the observers to make short presentations to the class on the observations made according to the Observer's Worksheet as well as any other comments noted during the exercise. Discuss briefly some of the leader behaviors and workers reactions reported.

NOTE: Discussion on this topic of Leadership Styles is to be continued in SESSION FOUR.

# Student Worksheet #2

## Pins and Straws Observer Worksheet

You are to observe the group's behavior. You do not participate in the group's activities. Position yourself so you can see most of the group members.

1. Who was the group's leader?

2. How did this person lead the group?

3. Give some examples of the leadership behavior used.

4. Describe the reactions of the group members. How do you think the group members felt?

5. How involved were the group members? Did everyone participate? Give examples.

After members finish rating their satisfaction with the activity and judging the structures chey built, you will be asked to report to the group on your observations and participate in a class discussion.

# Student Handout #2

## Pins and Straws Leaders' Instructions

---

Your job is to be an "iron-fisted" leader. It is important that you demonstrate this style of leadership to your group without telling the group what you are doing. Avoid accepting any ideas suggestions from any group members. Give orders about planning and construction. The structure is to be constructed from your ideas.

---

Your job is to be a "hands-off" leader. Avoid leading your group or making decisions as much as possible. It is important that you do this without telling your group what you are doing. Avoid making any suggestions about how or what is to be done or who is to do it. In answer to questions, ask them to do their best. Let group members do whatever they want. The structure is to be constructed from their ideas.

---

Your job is to be a "let's vote" or democratic leader. It is important that you demonstrate this style of leadership without telling the group what you are doing. When a suggestion is made by you or by any group member, ask to see how many of the group members agree with the idea. Push for some degree of agreement before any idea is acted on. The structure is to be the result of the group's ideas.

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# SESSION FOUR

TOPIC: Styles of Leadership (continuation of SESSION THREE)

NOTE: This is a follow-up discussion in continuation of the discussion following Pins and Straws exercise during SESSION THREE.

OBJECTIVE: After discussing their participation in the "Pins and Straws" activity, students will distinguish between three styles of leadership and see the value of each style in work situations.

SURVIVAL SKILLS EMPHASIZED:

- Getting along with others
- Working as a team member
- Organizing the work activities of others
- Using imagination
- Working under pressure
- Adjusting to work situations

MATERIALS AND EQUIPMENT:
Student Worksheet #3 - Discussion Questions
Transparency #2 - Leadership Styles
Overhead projector

ACTIVITY:

1. Report the average Ratings and Voting Tally from the previous session. Ask the three groups to meet separately and discuss their experiences during the activity.
2. The observers in each group should report their observations to help group members review their behavior in the group activity.
3. Distribute Student Worksheet #3 - Discussion Questions to aid group discussions.
4. After approximately twenty minutes of small group discussion, bring the groups together.
5. Ask observers and participants to share with the class the main points from their group discussions.

FOLLOW-UP: 1. Lead a class discussion using the following questions:

- What have we learned from this activity?

  a) Three major leadership styles: "iron-fisted" (autocratic), "hands-off" (laissez-faire), and "let's vote" (democratic).
  b) Reactions of group members to each style.
  c) Effects of leadership style on what and how a group produces.

- How are these styles of leadership related to work situations? How can workers adjust to the different leadership styles of supervisors?

2. In concluding the discussion, make the following points in relation to the three styles of leadership?

- Leaders sometimes use only one of the three styles of leadership. They may have difficulty in changing their styles to suit different situations. This can cause problems.

- In the "let's vote" or democratic style of leadership, decisions are made by the group rather than by the leader.

- In the "iron-fisted" (autocratic) style, decisions are made by the leader only.

- In the "hands-off" (laissez-faire) style, no one really takes the responsibility to make decisions, and this often leads to confusion and chaos.

3. To conclude the session, use Transparency #2 - Leadership Styles, to explain the advantages and disadvantages of each leadership style and the value of each in work situations.

# Student Worksheet #3 Discussion Questions

1. How would you describe the leadership style of your group leader during the Pins and Straws activity? What examples of your leader's behavior can you give?

2. How did you feel toward the leader during the activity? Toward the other group members?

3. What were the effects of the leadership style on the work of the group?

4. What do you think would happen if you had to work with this kind of leader for a long time?

5. Did you like your leader's leadership style? Why or why not?

6. How well do you think the leadership style in your group would work in a job situation? Why?

7. If you were a group leader, what would you do differently?

# Transparency #2 Leadership Styles

| | Iron-fisted (AUTOCRATIC) | Hands-off (LAISSEZ-FAIRE) | Let's Vote (DEMOCRATIC) |
|---|---|---|---|
| | | | |
| Advantage | Quick decisions and discipline especially in crisis situations. | A true leader may emerge from the group. | Group members who help made a decision are more likely to be more interested in carrying it out. |
| Disadvantage | Group interest in carrying out decisions tends to be low. | Often leads to confusion, disorganization, indecision. May take too long to make and carry out decisions. | Takes longer to make decisions. Not practical in crisis situations. |
| Usefulness in work situations | May be the best style for crisis situations when decisions must be made quickly. | Not usually suitable, because of confusion and time it takes to make and carry out decisions. | Most useful in non-crisis situations where it is helpful to have group members involved in carrying out decisions. |

# SESSION FIVE

TOPIC: Leadership Roles

OBJECTIVE: After completing the Task-People Leadership Questionnaire, students will understand important principles of leadership on the job.

SURVIVAL SKILLS EMPHASIZED:

Working as a team member
Getting along with others
Knowing your own strengths and weaknesses

IMPORTANCE: Leaders perform two kinds of roles. Roles that relate directly to the group's goals (or tasks) are called task roles. For example, the leader of a welding team, supplying design and giving instructions on how to weld the parts together, would be performing a task role. Maintenance or "people" roles are performed to maintain the morale of the group members. This would include avoiding conflicts among group members, as well as conflicts between the group and the larger organization. An example of this would be the leader of the welding team presenting a case for a pay raise for his team members to the management.

Leaders have to perform both roles if group members are to accomplish group tasks effectively and efficiently. It is important for students to learn when, and to what extent, the leader should be aware of these two roles.

MATERIALS AND EQUIPMENT: Student Worksheet #4 - T-P Leadership Questionnaire

ACTIVITY: Task-People Leadership Questionnaire

1. NOTE: The T-P Leadership Questionnaire* (T for Task and P for People) can be used to assess students' concern for task and concern for people when

* Reprinted from J. W. Pfeiffer and J. T. Jones (Eds.), A Handbook of Structured Experiences for Human Relations Teaching, Vol I (Rev.), LaJolla, CA: University Associates, 1974. Used with permission.

they are in leadership position. It can also be used to acquaint students with important principles of leadership on the job.

2. Distribute one copy of Student Worksheet #4 - T-P Leadership Questionnaire to each student. Read the directions on top of the questionnaire to the class. Ask the students to complete the questionnaire as rapidly as they can. No more than 15 minutes should be allowed. Have students set aside the completed questionnaire, to be scored later.

3. Explain the meaning of Task and Maintenance Roles (explained in the IMPORTANCE section of this session).

4. Describe the following true experiment:

   Three groups of workers participated in an experiment to discover the effect of different leadership roles. The workers were divided into three groups. All three groups were assigned the same task.

   One worker was selected to be the supervisor of each group. All supervisors talked with their work groups for the same amount of time and at the same time during the experiment. Each supervisor was assigned a different leadership role.

   Supervisor I talked to group members only about the actual work which was being done. Some examples of topics discussed are work problems, production goals, and the need to work harder.

   Supervisor II talked to group members only about the group members themselves and their problems. Some examples of topics discussed are their satisfaction with the work, their views of working conditions, their morale, and their needs.

   Supervisor III talked to group members about both the topics of Supervisor I and Supervisor II. In other words, Supervisor III talked to group members about themselves and about the work.

   At the end of the experiment, the amount of work that the groups produced was compared. Group morale was also measured by asking the workers in all the groups how satisfied they felt with their leaders.

5. Discuss the experiment, using the following questions:

- Which group do you think produced the most? The least? Why?
- Which group do you think was most satisfied with its supervisor? Why?
- What is the meaning of morale? Why is morale important in work groups?
- Which supervisor would you rather work for? Why?
- The actual results of the experiment were:

  Group III produced the most.
  Group II produced the least.
  Group III was most satisfied with its supervisor.
  Group I was <u>least</u> satisfied with its supervisor because the group members felt the supervisor was too preoccupied with work and tended to be a "slave driver."

FOLLOW-UP: 1. Ask students to score their completed questionnaires as follows:

- Circle the item numbers for items 8, 12, 18, 19, 30, 34, and 35.
- Write the number 1 in front of a <u>circled item number</u> if you responded S (seldom) or N (never) to that item.
- Write a number 1 in front if <u>item numbers not circled</u> if you responded A (always) or F (frequently).
- Circle the number 1's which you have written in front of the following items: 3, 5, 8, 10, 15, 18, 19, 22, 24, 26, 28, 30, 32, 34, and 35.
- <u>Count the circled number 1's</u>. This is your score for concern for people. Record the score in the blank following the letter P at the end of the questionnaire.
- <u>Count the uncircled number 1's</u>. This is your score for concern for task. Record this number in the blank following the letter T.

2. Discuss the scores of individual students briefly.

   - A high score on "Concern for Task" suggest a tendency toward an "iron-fisted" (autocratic) style.

   - A high score on Concern for People suggest a tendency toward a "hands-off" (laissez-faire) style of leadership.

   - A combination suggests a leadership style likely to result in high morale and high productivity.

   - The scores obtained on the T-P Leadership Questionnaire suggest tendencies only. However, students may wish to explore ways of improving their leadership styles as a result of their scores on the Questionnaire.

3. Conclude discussion by making the following points:

   - Leaders have two main responsibilities: tasks and people. Task responsibilities mean making sure the job is completed. People responsibilities mean maintaining a high morale.

   - Groups whose leaders pay attention to both responsibilities usually produce the most and have the highest morale.

   - When a leader pays attention only to "task" responsibilities, workers eventually become dissatisfied. They may produce at a high level at first, but soon their morale becomes low, and production may also decrease. For example, a sales manager may push her staff to increase sales, yet not give them any praise or encouragement. After a while, the sales staff begins to feel she doesn't appreciate their work, and they stop trying as hard to make sales.

   - When a leader pays attention only to "people" responsibilities, workers may not produce at a high level. For example, if an office manager does not emphasize the importance of getting work done on time, workers may not think they are expected to finish their work. They may use their time inefficiently and show little interest in their work.

   - In a new group, a wise leader will be more concerned with "people" responsibilities at first. After the group members get to know each other and begin working as a team, the leader can emphasize the "task" responsibilities.

- The amount of time a leader spends on "task" and "people" responsibilities may vary, depending on the situation. For example, if two workers are having a conflict, the leader may need to pay attention to "people" responsibilities more than usual to help settle the conflict. On the other hand, if a new procedure is being introduced, the leader needs to pay more attention to "task" responsibilities to make sure workers are trained properly.

# Student Worksheet #4 T-P Leadership Questionaire

Name_____

The following items describe aspects of leadership behavior. Respond to each item according to the way you would most likely act if you were the leader of a work group. Circle whether you would most likely behave in the described way: always (A), frequently (F), occasionally (O), seldom (S), or never (N).

A F O S N 1. I would most likely act as the spokesperson of the group.

A F O S N 2. I would encourage overtime work.

A F O S N 3. I would allow group members complete freedom in their work.

A F O S N 4. I would encourage all group members to do tasks in the same way.

A F O S N 5. I would permit the group members to use their own judgment in solving problems.

A F O S N 6. I would stress being ahead of competing groups.

A F O S N 7. I would speak as a representative of the group.

A F O S N 8. I would push members for greater effort.

A F O S N 9. I would try out my ideas in the group.

A F O S N 10. I would let the members do their work the way they think best.

A F O S N 11. I would be working hard for a promotion.

A F O S N 12. I would not mind decisions being put off until later.

A F O S N 13. I would speak for the group when visitors were present.

A F O S N 14. I would keep the work moving at a rapid pace.

A F O S N 15. I would turn the members loose on a job and let them go to it.

A F O S N 16. I would settle conflicts when they occur in the group.

A F O S N 17. I would get swamped by details.

A F O S N 18. I would represent the group at outside meetings.

A F O S N 19. I would not like to allow the members freedom of action.

A F O S N 20. I would decide what should be done and how it should be done.

A F O S N 21. I would push for increased production.

A F O S N 22. I would let some members have authority which I could keep.

A F O S N 23. Things would usually turn out as I had predicted.

A F O S N 24. I would let the group members decide when and how to do their work.

A F O S N 25. I would assign group members to particular tasks.

A F O S N 26. I would be willing to make changes.

A F O S N 27. I would ask the members to work harder.

A F O S N 28. I would trust the group members to exercise good judgment.

A F O S N 29. I would schedule the work to be done.

A F O S N 30. I would refuse to explain my actions.

A F O S N 31. I would persuade others that my ideas are to their advantage.

A F O S N 32. I would permit the group to set its own pace.

A F O S N 33. I would urge the group to beat its previous record.

A F O S N 34. I would act without consulting the group.

A F O S N 35. I would ask that group members follow standard rules and regulations

T_____ P_____

# Resources for Teachers

BOOKS, ARTICLES, AND ACTIVITIES

"Are You Sure You Want to Be a Boss?", *Changing Times*, August 1973, pp. 37-39.

Discusses some of the problems and pressures of becoming a boss, including competition, conflict, long hours and mobility. Although the article talks mostly about the problems of executives, many of the points in the article apply to many supervisory positions. The reader is encouraged to weigh the advantages and disadvantages of proceeding up the career ladder.

Colton, Winifred J., *Leaders Unlimited: Resources for Training*, National Council of the YMCA, 291 Broadway, New York, N.Y. 10007. Developed in Junior Leader Schools from 1961 to 1965.

A study of the YMCA junior leader training programs for teenagers from 1961 to 1965 investigated program elements thought to affect leader growth and development. Training experiences were keyed to broad YMCA purposes, the objectives of the training schools, and individual goals of the junior leaders. Personal goal setting was used as a method of instilling responsibility for oneself and others. Advisors developed a working relationship with the junior leaders in order to help them become aware of their growth potential and conducted human relations skills training, modified sensitivity training. Other procedures included written scales and personal inventories, decision making, and gaining group concensus. Also, varying uses of discussion, role playing, and demonstrations were used. A variety of evaluation techniques were used including sentence completing tests, content analysis of goals, evaluation of the school programs and junior leader performances, follow-up questionnaires, and interviews.

Pierce, Ponchitta, "Three Steps to Self-Confidence," *Reader's Digest*, June 1975, pp. 15-20.

Through interviews with Dorothy Sarnoff, president of Speech Dynamics, this article explains specific methods Ms. Sarnoff has used to help people develop their self confidence. Brief case studies are also used to illustrate the three steps to self confidence: (1) evaluate yourself, (2) make yourself interesting, and (3) be pleasantly assertive.

"The Word from the Top on How to Get There," *Changing Times*, June 1974, pp. 38-40.

A summary of characteristics which experts who run management development programs say they look for when selecting people for promotions. These characteristics include performance, attitude, leadership, desire for responsibility, knowledge and experience, and initiative. The article also discusses the problem of deciding whether to stay with one employer or to change employers in order to move up on the career ladder.

## AUDIO VISUAL RESOURCES

*Doctor, Lawyer, Merchant, Chief: Case Studies in Leadership*, available from the University of Illinois, Audio Visual Service, Urbana, IL 61801. Request film number 55202. (17 minutes)

The forces that make for effective leadership are the same everywhere; they combine, effectively, three givens: the psychological make-up of the leader, that of the followers, and the needs posed by the situation. Effective combinations of these may result in one of two leadership styles, according to the situation: authoritarian/directive, or participative/democratic. Demonstrations figure forth, and Dr. John Morse of Harvard discusses, examples of each type. A 1976 production.

*Women in Management: Threat or Opportunity*, available from the University of Illinois, Audio Visual Service, Urbana, IL 61801. Request film number 83019. (24 minutes)

Drama, cartoon and montage examine traditional attitudes: interviews with women in management and open, discussion in workshop situations examine problems and potential. A 1975 production.

*Your Job: You and Your Boss*, Coronet Instructional Media, Chicago, IL. (17 minutes)

Looks at jobs first from the employer's point-of-view. Through interviews with employers, it establishes the criteria used to select employees and the behavior most generally expected of employees. (1) Be dependable, arrive on time, (2) Do the job well, and (3) Do the job a certain way.

Examines employer-employee relationships from the employee's point-of-view with respect to reacting to authority.